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ABSTRACT

Pontiac schools were desegregated prior to the 1971-72 school year. Annual attitude surveys have been conducted to assess the impact of desegregation on parents, students, and staff. Teacher attitudes reported here are based on the 1974 survey. Although some mention is made of possible trends in attitudes over the three-year period, differences in procedure in 1974 preclude a direct comparison to the teacher data obtained in previous years. While the sample of respondents can be considered as representative, it is held that caution should be exercised in interpreting data for ethnic sub-groups. The data are presented according to the following areas: support of busing for desegregation, educational impact of busing, multi-ethnic curriculum, race relations, staff influence in decision making, staff satisfaction with school conditions, in-service training, staff goals for students, and teacher morale and job satisfaction. One of the conclusions drawn from the study is the finding that teachers seem fairly well satisfied with their school experience. There are some areas of disappointment and differing viewpoints especially between black and white staff members. Staff support for the busing plan is far higher than parent support and most teachers state that the plan is working in their buildings. In conclusion, teachers appear to be more confident of their ability to teach in integrated settings now. (Author/AM)

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SCHOOL STAFF ATTITUDES

AND

JOB SATISFACTION

A report funded by the Emergency School Aid Act

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Submitted by: The Department of Research and Evaluation
The School District of the City of Pontiac
February, 1975

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INTRODUCTION

The Research and Evaluation Department of the School District of Pontiac, Michigan, conducted its third attitude survey of district teachers and certified staff during late spring of the 1973-74 school year. This research was supported by the Emergency School Aid Act (ESAA).

Pontiac schools were desegregated by court order just prior to the 1971-72 school year. Annual attitude surveys of the Districts' parents, students and staff have been conducted to assess the impact of desegregation upon them, and also to receive their input into the educational process.

The findings reported here are based on the 1974 survey. Although some mention will be made of possible trends in attitudes over the three-year period 1972-74, differences in procedure in 1974 preclude a direct comparison to the teacher data obtained in previous years.

Survey Method

This report is based upon responses of a sample group of certified personnel employed as classroom teachers, resource teachers, librarians, subject area consultants, counselors, school psychologists and social workers. Administrative personnel are not included in the sample group.

A systematic randomly selected group of 200 certified personnel constituted the sample. A Professional Staff Opinionnaire was mailed to the sample group in May, 1974. Respondents were not required to sign the Opinionnaire, but were asked to sign a card indicating they had completed and mailed it. The returned cards were sent to the Research and Evaluation Department separately from the Opinionnaire. This procedure allowed for a second mailing only to those who had not completed the questionnaire.

One hundred forty eight (148) Opinionnaires were received,which represents a return rate of 74 per cent. The relatively high return rate, in addition to the sampling procedures, makes generalization to the population possible. While the sample of respondents can be considered as representative, some caution should be exercised in interpreting data for ethnic subgroups, particularly the Latino teacher group, the numbers are small.

Data Analysis and Presentation

Data from the questionnaires were placed on punch cards and were computer-analyzed through the school district's data processing department. The computer program "Statistical Package for the Social Sciences" (SPSS) was used to obtain frequencies of response by ethnic subgroup. In this report proportions of individuals agreeing or disagreeing with statements on the Opinionnaire will be shown. An additional analysis was done in order to determine predictors of teacher satisfaction.

For presentation of results, responses to items were grouped into these general areas:

* Support of busing for desegregation
* Educational impact of busing
* Multi-ethnic curriculum
* Race relations
* Staff influence in decision-making
* Staff satisfaction with school conditions
* In-service training
* Staff goals for students
* Teacher morale and job satisfaction

RESULTS

Support of busing for desegregation

Table 1 shows the proportions of teachers responding to items relating to desegregation and the busing plan in effect in Pontiac.

Inspection of these percentages reveals that the majority of teachers, both black and white (65 per cent), say they prefer to teach in an integrated setting. Over a fourth (27 per cent) are undecided about their feelings, and only 11 per cent of black and 5 per cent of white teachers express preference for teaching in segregated schools, presumably of their own race.

However, the busing plan now in effect in Pontiac is supported by 20 per cent fewer white teachers (43 per cent, down from the 63 per cent who say they prefer integrated schools), while the level of support goes up slightly among black teachers (72 per cent, up from 69 per cent, as above).

These expressions of approval of the busing plan are still at a higher level than are perceptions of general staff support of busing. Two and a half times as many black teachers (72 per cent) support the busing plan as see other teachers in favor of it (28 per cent). White staff support of the busing plan (43 per cent) is also higher than their perception of support by other staff members (27 per cent). Well under half the respondents (41 per cent) see their building administrators as favorable to the plan.

The simplest interpretation of these responses is that teachers are perhaps underestimating the level of approval for the busing plan by other staff members. Half of the total sample (50 per cent) say they favor the plan; only about a fourth (27 per cent) perceive other staff members as favoring it.

Table 1 STAFF SUPPORT OF BUSING FOR DESEGREGATION

Item		White (93)	Black (39)	Total* (148)
I'd rather teach in an integrated school than in a segregated school.	Agree	63.3%	69.4%	65.4%
	Disagree	5.5	11.1	7.3
	Undecided	31.1	19.4	27.2
	Total	99.9%	99.9%	99.9%
In general I favor the busing plan in Pontiac.	Agree	42.9%	72.2%	49.6%
	Disagree	31.9	11.2	26.3
	Undecided	25.3	16.7	24.1
	Total	100.1%	100.1%	100.0%
In general the teachers at my school favor the busing plan.	Agree	26.6%	27.6%	25.8%
	Disagree	43.7	37.9	42.6
	Undecided	29.7	34.5	31.7
	Total	100.0%	100.0%	100.1%
Generally speaking, the administration at my school favors the busing plan.	Agree	42.9%	34.8%	41.3%
	Disagree	16.1	30.4	18.3
	Undecided	41.1	34.8	40.2
	Total	100.1%	100.0%	99.8%
How well do you think the busing plan has worked in your school this year?	Well or very well	52.6%	76.3%	58.1%
	O.K.	38.8	23.7	36.4
	Poorly or very poorly	8.8	0.0	5.4
	Total	100.2%	100.0%	99.9%

* Includes 11 Latinos

Staff members are more positive in their evaluation of how well the busing plan is working in their own schools. Black staff members are the most satisfied with results. No black teachers surveyed believe the plan works poorly, and the great majority (76.3 per cent) believe it works well or very well; the remainder rate it as working adequately or "O.K." Among white teachers, only 9 per cent give it a poor rating, 40 per cent rate it as adequate and 53 per cent say the plan works well or very well in their own schools.

Perceived educational impact of busing

Table 2 presents teacher viewpoints on the educational effects of desegregation and the direction of academic standards and achievement. Clearly there are wide differences of opinion here between black and white teachers. It is noteworthy, however, that a preponderance of teachers of both races believe there have been no changes in standards or achievement from the preceding year.

Teachers were asked to agree or disagree that busing has been an effective means of achieving equal education. About one third of respondents (33.9 per cent) are undecided on this issue. Black teachers (60.6 per cent) are more than twice as likely as whites (23.4 per cent) to agree with the statement: white teachers (38.3 per cent) are four times as likely as blacks (9.1 per cent) to disagree with it.

The responses of the majority of black teachers to this item may be interpreted in a straightforward way as indicating perceived progress toward equal education. Looked at in isolation, the "disagree" response of nearly forty per cent of white teachers is difficult to interpret. Some of the respondents may feel that education is still not equal; it is possible, however, that this is approximately the same grouping as those who feel standards and achievement have been depressed (37.5 per cent and 34.3 per cent of white teachers respectively). This assumption has not been tested.

Table 2 PERCEIVED EDUCATIONAL EFFECTS OF BUSING

Item		White (93)	Black (39)	Total* (148)
Busing in Pontiac has been an effective means of achieving equal education.	Agree	23.4%	60.6%	32.3%
	Disagree	38.3	9.1	33.8
	Undecided	38.3	30.3	33.9
	Total	100.0%	100.0%	100.0%
Do you think academic standards in the Pontiac schools this year are higher, lower or the same as they were a year ago?	Higher	16.7%	42.9%	23.9%
	Lower	37.5	3.6	28.4
	Same	45.8	53.6	47.7
	Total	100.0%	100.1%	100.0%
Do you think the students in your school are achieving better in school than they did a year ago, or not as well?	Better	25.7%	35.7%	28.3%
	Not as well	34.3	3.6	25.5
	About the same	40.0	60.7	46.2
	Total	100.0%	100.0%	100.0%

* Includes 11 Latinos

About four out of ten black teachers (42.9 per cent) and fewer than two in ten white teachers (16.7 per cent) agree that academic standards in Pontiac are higher this year. Interestingly, black and white teachers move into closer agreement that students in their own schools are achieving better this year (black staff, 35.7 per cent; white staff, 25.7 per cent). As noted, however, the largest groupings of respondents perceive both standards and achievement to be about the same as a year ago.

Multi-ethnic curriculum

Teachers were asked to judge the adequacy and honesty of information in their schools on black and Latino history and culture. Their responses are shown in Table 3.

All ethnic subgroups are more likely to feel that information on black history and culture is adequate than is information on Latino history and culture. Close to sixty per cent (58.7 per cent) of teachers agree on adequacy of black information; only a fourth (26.1 per cent) feel the same about Latino information.

In looking at the responses of those groups presumably best able to evaluate the available information, the proportions in agreement are much lower. Only 10 per cent of Latino teachers* surveyed approve the adequacy and honesty of information about Latinos; only a third of black teachers approve of information about blacks. White teachers are most sanguine on both counts. About 35 per cent approve Latino information and twice that, or 70 per cent, approve information about black history and culture.

* The reader is cautioned that this finding is not generalizable to the population.

Table 3 PERCEIVED ADEQUACY OF MULTI-ETHNIC CURRICULUM

Item		White (69)	Black (32)	Latino* (10)	Total (111)
There is enough honest information at my school about the history and culture of Spanish-speaking peoples.	Agree	34.8%	12.5%	10.0%	26.1%
	Disagree	42.0	71.9	60.0	52.2
	Undecided	23.2	15.6	30.0	21.6
	Total	100.0%	100.0%	100.0%	99.9%
		(77)	(33	(11)	(121)
There is enough honest information at my school about the history and culture of black people.	Agree	70.1%	33.3%	54.5%	58.7%
	Disagree	20.8	51.5	36.4	30.6
	Undecided	9.1	15.2	9.1	10.7
	Total	100.0%	100.0%	100.0%	100.0%

* These proportions are presented for reader interest. The number here is too small to make results generalizable to the Latino staff population.

Student race relations

Teachers were asked to compare student race relations with those of a year ago, to anticipate the direction of future relations, and whether blacks or whites were getting preferred treatment. (See Table 4.)

Fewer than one in ten (8.6 per cent) characterized race relations as worse than a year ago, and fewer than one in twenty (4.0 per cent) predict things will get worse. White teachers are optimistic, and black teachers are even more optimistic about student race relations.

However, about thirty per cent of teachers (white, 32.9 per cent and black, 22.6 per cent) are undecided about the comparison with last year, and half (white teachers, 55.7 per cent, and black teachers, 38.2 per cent) predict race relations will stay the same as opposed to getting better. This latter proportion, of course, includes some who may not rate current race relations favorably.

Fewer than ten per cent of the total group surveyed feel preferential treatment is accorded students of either race. Twenty-three per cent of black teachers, however, believe white students get preferred treatment, and fourteen per cent of white teachers feel black students are the recipients of such treatment. As one might expect, very few teachers of either group see students of their own race being favored.

Staff influence in decision-making

Table 5 shows the results on items relating to teacher involvement in the decision-making process. Generally the responses suggest that teachers feel they have a role in this process, although a substantial minority are in disagreement.

Table 4 PERCEIVED STUDENT RACE RELATIONS

Item		White (93)	Black (39)	Total* (148)
At my school, students of different races are getting along better this year than last.	Agree	56.6%	74.2%	62.1%
	Disagree	10.5	3.2	8.6
	Undecided	32.9	22.6	29.3
	Total	100.0%	100.0%	100.0%
White students at my school get preferred treatment.	Agree	1.1%	22.8%	7.4%
	Disagree	92.2	68.6	85.3
	Undecided	6.7	8.6	7.4
	Total	100.0%	100.0%	100.1%
Black students at my school get preferred treatment.	Agree	13.5%	2.9%	10.3%
	Disagree	75.3	94.3	80.0
	Undecided	11.2	2.9	9.6
	Total	100.0%	100.1%	99.9%
The way things are going between blacks and whites in your school, do you think things will be better or worse next year?	Better	38.0%	61.8%	46.0%
	Worse	6.3	0.0	4.0
	Same	55.7	38.2	50.0
	Total	100.0%	100.0%	100.0%

* Includes 11 Latinos

Teachers feel particularly involved in curriculum decisions; in deciding which subjects are to be taught and how they are to be taught. About seventy per cent of both black and white teachers see staff involvement in these kinds of decisions; about one in five feels this is not the case.

Black teachers (74.3 per cent) are more likely than white teachers (57.0 per cent) to feel they have a say in how things are run on the building level. Both groups of respondents are much less likely, however, to feel that staff members have any input into policy decisions. Only a slight majority (38.9 per cent) of black teachers and a minority (41.6 per cent) of white teachers feel that staff is allowed to contribute to policy decisions. Nearly one in five (17.4 per cent) are undecided on this question.

Staff satisfaction with school conditions

Ratings of selected school conditions by staff members present a mixed picture, as shown in Table 6. Moderate satisfaction seems to prevail in the evaluation of teacher and administrator performances. Among whites there is disapproval of student behavior and discipline policies, and in the total group, a disbelief that there is vertical mobility in the system.

When asked to judge the quality of teaching going on in their own buildings, about seventy per cent of white and eighty per cent of black teachers respond that they are satisfied or very satisfied. White teachers are three times as likely as black teachers to be dissatisfied with the quality of teaching. White teachers (60.6 per cent) are also less likely to be satisfied with administrative leadership in their buildings, while black satisfaction remains at the same level (79.5 per cent) as for teaching quality.

Table 5 PERCEIVED STAFF INFLUENCE IN DECISION-MAKING

Item		White (93)	Black (39)	Total* (148)
Teachers have a say in how things are run in this building.	Agree	57.0%	74.3%	59.3%
	Disagree	24.4	20.5	25.9
	Undecided	18.6	5.1	14.8
	Total	100.0%	99.9%	100.0%
Decisions about school policy are made with little or no input from teachers.	Agree	41.6%	20.5%	36.3%
	Disagree	41.6	58.9	46.4
	Undecided	16.9	20.5	17.4
	Total	100.1%	99.9%	100.1%
Teachers are usually involved in decisions about what and how subjects are taught.	Agree	68.5%	71.1%	70.3%
	Disagree	19.1	18.4	18.1
	Undecided	12.4	10.5	11.6
	Total	100.0%	100.0%	100.0%

* Includes 11 Latinos

A much wider division appears in the items relating to student behavior and discipline policies, with black teachers continuing to evaluate these two areas more positively than whites. Approximately two-thirds of black teachers are satisfied with behavior and discipline as opposed to only about forty per cent of whites. The majority of white staff members are dissatisfied or have neutral feelings about these two areas.

Teachers have considerable confidence in the ability of themselves and fellow staff members to work with an integrated student body, although black teachers (71.8 per cent) are slightly less likely than white (79.1 per cent) to share this confidence. Thirteen per cent of black teachers and eight per cent of white teachers express dissatisfaction.

Blacks and whites both are in disagreement that "there is plenty of opportunity for a teacher to move up" in Pontiac. Fewer than a quarter (24.8 per cent) perceive these opportunities, although about another quarter (28.6 per cent) state they are not sure whether the opportunities exist.

In-service training

Several open-ended questions were asked about the most and least useful in-service training teachers had received during the year, and suggestions for future types of training and workshops elicited. Responses to these items were summarized and reported elsewhere.

In addition, teachers were asked to evaluate the amount of time spent in in-service training. About half (53 per cent) are satisfied with the amount, 44 per cent would prefer more time and only 3 per cent, less time. There were no racial/ethnic differences of opinion.

Table 6 STAFF SATISFACTION WITH SELECTED SCHOOL CONDITIONS

Item		White (93)	Black (39)	Total* (148)
Please rate your satisfaction with your school in the following areas:				
Quality of teaching	Satisfied	71.3%	81.1%	74.8%
	Dissatisfied	18.3	5.4	14.8
	Neutral	10.3	13.5	10.4
	Total	99.9%	100.0%	100.0%
Quality of administrative leadership	Satisfied	60.6%	79.5%	65.4%
	Dissatisfied	25.9	15.4	23.0
	Neutral	13.5	5.1	11.5
	Total	100.0%	100.0%	99.9%
Behavior of students in the school	Satisfied	37.1%	66.7%	48.2%
	Dissatisfied	49.4	25.6	40.3
	Neutral	13.5	7.7	11.5
	Total	100.0%	100.0%	100.0%
Discipline policy of the school	Satisfied	41.4%	64.1%	47.8%
	Dissatisfied	43.6	17.9	36.8
	Neutral	14.9	17.9	15.4
	Total	99.9%	99.9%	100.0%
Ability of teachers to work with students of all races	Satisfied	79.1%	71.8%	75.0%
	Dissatisfied	8.2	12.8	10.3
	Neutral	12.8	15.4	14.7
	Total	100.1%	100.0%	100.0%
There is plenty of opportunity for a teacher to move up in the Pontiac system if he/she wants to	Agree	26.8%	19.4%	24.8%
	Disagree	47.7	47.3	46.6
	Undecided	25.6	33.3	28.6
	Total	100.1%	100.0%	100.0%

* Includes 11 Latinos

Staff goals for students

The list of educational goals shown in Table 7 was presented to parents and students as well as staff members. A more detailed analysis of all the responses will follow this report. In this section we report marginal responses from the staff survey (Table 7) as well as the proportions of teachers who are dissatisfied with the amount of student progress toward each of the goals (Table 8). Table 9 then ranks these proportions.

The first three columns in Table 7 show clearly that in no case is there a majority of teachers who believe students are learning "a lot". For most of the goals, the majority choose the neutral or middle category of learning "a little", and in each of the goal areas a substantial proportion, ranging up to 45 per cent, indicate students are learning "not much".

The goals where highest attainment is perceived are learning basic skills (49 per cent), getting along with other races (38 per cent) and with other people (32 per cent). Lowest of all is learning to get into college, where only 8 per cent of teachers feel students are learning a lot.

The three columns on the right show the proportions of teachers who want students to learn a lot, a little, or not much toward each of the same goals. With some interesting exceptions, the majority chose the category "a lot" for each goal in this part of the item. Almost unanimously, teachers want their students learning to think for themselves (99 per cent), basic skills (98 per cent), to become a better person and to get along with others (both 95 per cent). Far fewer teachers want their students learning to get into college (34 per cent), preparing for college (59 per cent) or becoming leaders (53 per cent).

On these issues of what teachers think students are getting and what they should be getting, black and white perceptions are different. On nearly all items, a

Table 7 STAFF GOALS FOR STUDENTS AND PERCEIVED ATTAINMENT**

	Students at my school are learning			I would like them to be learning		
	A lot	A little	not much	A lot	A little	not much
To get ahead	16%	55%	29%	70%	26%	4%
To prepare for jobs	14	61	26	72	25	3
To become a better person	26	49	25	95	5	*
To understand and get along with other people	32	49	14	95	5	*
To think for themselves	23	49	28	99	*	0
To give them basic skills, like reading and math	49	41	10	98	*	0
To make them better citizens	24	59	17	90	10	0
To get into college	8	48	43	34	59	8
To get along in a fast changing world	13	54	33	80	20	0
To prepare them for work they will face in college	12	43	45	59	40	12
To become a leader	12	50	38	53	42	4
To discover and develop their creative abilities	22	50	29	90	10	0
To help other people	20	58	22	87	12	*
To understand and get along with people of different races and cultures	38	53	9	89	10	*
To train them to be well behaved and well mannered	23	47	30	81	18	*

* Less than 1 per cent
** N = 148

higher proportion of black than white teachers want students to be learning "a lot" (data not shown). The biggest difference, however, is in the perception of whether students are already learning a lot. A substantially higher proportion of black than white teachers believe students are learning a lot in each of the goal areas mentioned (data not shown). One might say black teachers as a group want more for their students, but are at the same time, more satisfied their students are progressing toward the goals shown here.

Table 8 shows the proportions of teachers, by ethnic or racial group, who are dissatisfied with the rate of progress toward each goal. These percentages represent teachers who see students learning at a different rate than they want for them, in all cases less than they want. Clearly teachers are dissatisfied with results. In each group, for each goal, a substantial number, usually a majority, believe students are learning less than they should be.

Another way of looking at these results is shown in Table 9. Here the percentage shown for each goal is the difference only between those who think students should be learning "a lot" and those who think they are learning "a lot". These differences are then ranked according to size.

It may be said that these figures constitute a set of unmet goals, or needs, as perceived by teachers. The top-ranked goals would thus be priority needs.

It can be seen that priority rankings are not the same for black and white teachers (rank order correlation of .42 between the two sets of rankings is not significantly different from zero). However, both black and white teachers place the same three goals for students as lowest in priority: to get into college, to prepare for college work, and to be a leader.

Table 8 PERCENT OF STAFF MEMBERS DISSATISFIED WITH GOAL ATTAINMENT, BY RACE

STUDENTS AT MY SCHOOL ARE LEARNING LESS THAN THEY SHOULD BE:	WHITE (79)*	BLACK (32)	LATINO** (10)	TOTAL (120)
To get ahead	57.4	76.0	80.0	65.4
To prepare for jobs	66.2	78.6	62.5	69.0
To become a better person	73.4	67.7	70.0	71.7
To understand and get along with other people	69.6	56.7	80.0	67.2
To think for themselves	83.3	63.3	100.0	79.7
To give them basic skills, like reading and math	55.7	45.2	40.0	51.7
To make them better citizens	77.9	60.0	55.5	71.5
To get into college	45.9	57.7	44.4	48.6
To get along in a fast changing world	69.7	71.9	88.9	71.8
To prepare them for work they will face in college	53.3	65.4	55.5	56.4
To become a leader	64.0	59.2	50.0	61.8
To discover and develop their creative abilities	84.2	68.7	100.0	80.2
To help other people	84.8	45.2	100.0	74.6
To understand and get along with people of different races & cultures	58.4	44.8	100.0	56.1
To train them to be well mannered and well behaved	77.9	48.4	77.8	70.1

* Figures in parentheses represent average number responding to items.

** This set of findings is not generalizable to the Latino population.

Table 9

PERCEIVED NEEDS AS RANKED BY BLACK AND WHITE TEACHERS IN PONTIAC*

WHITE (N=93)			BLACK (N=39)		
Objective	Per Cent	Rank	Objective	Per Cent	Rank
think for self	81	(1)	Get along changing world	66	(1)
help others	78	(2)	prepare for jobs	65	(2)
creative ability	76	(3)	better person	60	(3)
better citizens	73	(4)	get ahead	59	(4)
better person	72	(5)	creative ability	58	(5)
get along other people	67	(6.5)	think for self	57	(6)
well behaved	67	(6.5	better citizens	54	(7)
get along changing world	64	(8)	get along other people	51	(8)
prepare jobs	58	(9)	get along other race	44	(9)
basic skills	55	(10)	help others	39	(10.5)
get along other races	54	(11)	well behaved	39	(10.5)
get ahead	49	(12)	basic skills	36	(12.5)
be leader	46	(13)	learn college work	36	(12.5)
learn college work	36	(14)	be leader	32	(14)
get into college	23	(15)	get into college	30	(15)

* Percentage shown for each goal is the percentage difference between those who think students <u>should</u> be learning a lot and those who think they <u>are</u> learning a lot. The percentage thus reflects an unmet goal, or need, and is ranked according to size.

Rank order correlation coefficient for black and white ranking is .42.

Teacher morale and job satisfaction

As a summary measure of on-the-job satisfaction, teachers were asked to rate their experience in their current school assignment as "very good, good, so-so, bad or very bad," with an additional category for those who "don't know how to describe the experience. Results are shown in Table 10A.

Most teachers surveyed seem fairly satisfied. In each of the ethnic/racial groups, the largest percentage characterize their experience as good (among whites, 40.4 per cent; black, 59.0 per cent; and Latino, 36.4 per cent). Additionally, a substantial segment of the total population give their experience the highest rating of "very good" (37.4 per cent). No black teachers surveyed rate their experience as less than good, although about five per cent don't know how to describe it: Among white staff, 13.5 per cent choose the neutral response, while very few call their experience bad or very bad (1.1 per cent in each category). Latino teachers* seem to be most divided in their responses. A substantial 27.3 per cent call their experience "so-so" while 9.1 per cent call it a "bad one". Clearly, black teachers generally are the most positive about their school experience.

In order to search out the components of teacher satisfaction, insofar as it is possible within the limitations of this study, a step-wise multiple regression analysis was performed. Table 10B presents the results of this analysis.

Of the dimensions touched upon in this survey, by far the most important to teacher satisfaction is the perceived quality of administrative leadership within the building. This factor alone accounts for 23 per cent of the variance in teacher satisfaction. The next variable, perception of student achievement (as measured by the item "are students at your school achieving better ..... ?")

* This finding is not generalizable to the population.

Table 10 TEACHER SATISFACTION

A. In general, how would you describe your own experience at this school?"

	White	Black	Latino*	Total
My experience here has been a very good one	39.3%	35.9%	27.3%	37.4%
My experience here has been a good one	40.4	59.0	36.4	45.3
My experience here has been so-so	13.5	0.0	27.3	10.8
My experience here has been a bad one	1.1	0.0	9.1	1.4
My experience here has been a very bad one	1.1	0.0	0.0	0.7
I don't know how to describe my experience here	4.5	5.1	0.0	4.3
Per cent	99.9	100.0	100.1	99.9
Total number	(89)	(39)	(11)	(139)

B. Summarized results of a step-wise multiple regression analysis to determine the best predictors of teacher satisfaction as measured by the opinionnaire item "In general, how would you describe your own experience at this school?"

	R Square ** (Cumulative)
Satisfaction with quality of administrative leadership	.23327
Perception of student achievement	.28843
Perception of opportunity for advancement	.31575
Perception of busing as achieving equal education	.33453
Satisfaction with behavior of students	.34988
Perception of teacher involvement in curricular decisions	.36120
Perception of teachers having "a say in how things are run"	.36362
Attitude toward teaching in an integrated rather than segregated school	.36444

* This finding is not generalizable to the population.

** This figure may be interpreted as the proportion (per cent) of variance or difference in teacher satisfaction accounted for by the various independent variables.

accounts additionally for only approximately five per cent of the variance. The others, listed in descending order below and in Table 10B, account for much smaller proportions.

* Perception of opportunity for advancement
* Perception of busing as achieving equal education
* Satisfaction with behavior of students
* Perception of teacher involvement in curricular decisions
* Perception of teachers having "a say in how things are run"
* Attitude toward teaching in an integrated rather than segregated school

These factors combined account for over a third of the variance in teacher satisfaction (.36444).

Some trends in teacher attitudes

Attitude surveys have been conducted among Pontiac teachers in each of the last three years. In the first two surveys, all certified staff members received questionnaires, and in 1974, a systematic random sampling received them. The smaller size of the ethnic subgroups in the current survey makes valid comparison of results over three years difficult. This discussion of possible trends will therefore be limited to a few observations and will not deal with statistical significance levels.*

Staff members are about twice as likely in 1974 as they were in 1972 to report that student race relations are improving. They are more likely to feel that teachers are able to work well with students of different races, and more likely to say they prefer teaching in an integrated system. Black teachers are somewhat

* Those interested in further detail may contact the Department of Research and Evaluation, 44 State Street, Pontiac, Michigan, 48058.

more likely, and white teachers somewhat less likely this year to feel that busing has been an effective means of achieving equal educational opportunity.

Other changes are inconsistent or too small to indicate direction or trend of attitudes.

Conclusions

Pontiac teachers seem fairly well satisfied with their school experience. However, there are some areas of disappointment and differing viewpoints which teacher groups might deal with in their talks with each other.

There are significant differences of opinion between black and white staff members in nearly every area covered in this survey. Black teachers are more positive, more satisfied or more optimistic on most measures. The number of Latino teachers surveyed does not permit generalization, but there are indications of areas of dissatisfaction which need further exploration.

Staff support for the busing plan is far higher than parent support[1], and most teachers state that the plan is working adequately or well in their own buildings. The true level of staff support for busing is difficult to determine with precision because twice as high a proportion of teachers state they personally favor the busing plan as perceive general staff support for the plan. This is a characteristic dichotomy in survey responses related to support or opposition to desegregation.[2] It is sometimes explained as a projection of less socially acceptable feelings onto others. In the context of this and other local surveys, however, it is more likely that teachers are simply underestimating support among

1 Market Opinion Research and the Department of Research and Evaluation, Parent Attitudes in the Pontiac, Michigan School District Toward The Public Schools and Desegregation by Busing, June 1974: p.8

2 See, for example, White Attitudes Toward Black People by Angus Campbell (Ann Arbor: University of Michigan, 1971) for discussion on overestimation by blacks and whites of segregationist support among neighbors and co-workers.

fellow staff members. Teachers may also be underestimating the level of support for busing by building administrators. Only four out of ten teachers perceive their administrators as supportive of the busing plan.

The importance of such underestimation of support for the busing plan is that it may lead to constraints on discussion,or inaction, if supporters feel they represent the viewpoint of a small minority. Open discussion and the exercise of visible leadership in this area may encourage more expressions of support and have beneficial results for students. Research has shown that students of all racial/ethnic backgrounds are more comfortable, happier and often higher-achieving in desegregated settings when they feel the school staff is supportive of desegregation and operating in a non-discriminatory way.[3] A majority of Pontiac secondary students appear to agree that they are not treated in discriminatory fashion at school.[4] This finding suggests strength to build upon in staff attitudes and behavior.

The significance of administrative leadership generally is seen in the finding that perceived quality of this leadership alone accounts for a fourth of the variance in teacher satisfaction. No other variable approaches it in importance, including staff perceptions of achievement and behavior and staff attitudes toward desegregation. This suggests the need for a closer look at the components of good administrative leadership, as perceived by Pontiac teachers.

3 A recent example of such research is Southern Schools: An Evaluation of the Effects of the Emergency School Assistance Program and of School Desegregation, edited by Robert L. Crain, National Opinion Research Center, Chicago, Ill.: October, 1973

4 Department of Research and Evaluation, Secondary Student Attitudes and Satisfaction with School, Pontiac, Mich.: February, 1975

While most teachers do not perceive student achievement to have declined, there is no doubt that the level of achievement is a major concern. This is most clear in the evaluation teachers make of student progress toward fifteen general goals of education. The majority of teachers are dissatisfied with the rate of progress and want much more for their students. Lowest on their priority list for students, however, is their learning to get into college and preparing to do college work. While there is concern among both professional educators and lay people about the low rate of college entrance among Pontiac youngsters, it is noteworthy that both parents and students place a higher priority than teachers do on the goals of preparing for and getting into college.[5]

Teachers appear to be more confident of their ability to teach in integrated settings now. Their growing experience and understanding should be put to maximum use to help students achieve the desired goals. Meaningful dialogue between teacher groups on their areas of agreement and disagreement, as expressed in these findings, would seem a useful next step.

5 See studies referred to in Notes 1 and 4 above.